

## Core Content for Reading Assessment

### Academic Expectation 1.2: Students make sense of the variety of materials they read.

Reading for meaning involves a dynamic, complex interaction among three elements: the reader, the text, and the context. Good readers, at every grade level and in all content areas, incorporate their prior knowledge about topics and the reading process to comprehend a variety of print and nonprint materials for a variety of purposes. Good readers understand and utilize appropriate strategies before, during, and after engaging with a text. Students who struggle with reading will have difficulty achieving success in school and in life. To become good readers, students must read frequently and respond to their reading through appreciation, interpretation, evaluation, synthesis, and use of what they read. Students must also understand that various types of reading materials have different features that affect how they are read. The state reading assessment, which includes a variety of reading materials from different cultures and time periods, focuses on those skills and strategies most critical for students to become good readers.

### Coding

The *Core Content for Assessment* will be used as the state assessment is developed. Each statement in this document has an identification code that is used to identify, track, and collect data on state assessment questions. The **RD** in the code stands for reading and the second letter signifies either **E** for elementary, **M** for middle level, or **H** for high school. The following number signifies the type of reading material (**1** - literature, **2** - information, **3** - persuasion, **4** - practical / workplace). The number following the zero indicates the content statement. For example, in the code number “RD-E-1.0.6,” RD stands for reading, E signifies elementary, 1 denotes literature, and the 6 illustrates the particular content statement. The first group of content statements are found under “Reading Skills” and are used in each reading category. (The explanation of that coding is located in the “Reading Skills” column.)

The percentage of questions developed in each subdomain can be found in the Kentucky Core Content Blueprint document.

## Core Content for Reading Assessment

### Grades Primary through 4 with Assessment at Grade 4

<b>Reading Skills</b> (assessed across all reading types)	<b>Literature</b> <b>subdomain 1</b>	<b>Information</b> <b>subdomain 2</b>	<b>Persuasion</b> <b>subdomain 3</b>	<b>Practical/ Workplace</b> <b>subdomain 4</b>
<p><i>Reading Skills</i> enable students to comprehend all types of reading materials.</p> <p><b>The coding numbers assigned to each bullet reflect that reading skills are assessed through all four types of reading. To complete the code, replace the x with the appropriate subdomain number (e.g., 1 for literature, 2 for information).</b></p> <p><b>RD-E-x.0.1</b> Use word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.</p> <p><b>RD-E-x.0.2</b> Use knowledge of synonyms, antonyms, homonyms, and compound words for comprehension.</p>	<p><i>Literary Reading</i> includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.</p> <p><b>RD-E-1.0.6</b> Explain the meaning of a passage taken from texts appropriate for elementary school students.</p> <p><b>RD-E-1.0.7</b> Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry, and plays.</p> <p><b>RD-E-1.0.8</b> Describe characters, plot, setting, and problem/solution of a passage.</p> <p><b>RD-E-1.0.9</b> Explain a character's actions based on a passage.</p> <p><b>RD-E-1.0.10</b> Connect literature to students' lives and real world issues.</p>	<p><i>Informational Reading</i> includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.</p> <p><b>RD-E-2.0.6</b> Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to understand a passage.</p> <p><b>RD-E-2.0.7</b> Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.</p> <p><b>RD-E-2.0.8</b> Identify main ideas and details that support them.</p> <p><b>RD-E-2.0.9</b> Make predictions and draw conclusions based on what is read.</p> <p><b>RD-E-2.0.10</b> Connect the content of a passage to students' lives and/or real world issues.</p>	<p><i>Persuasive Reading</i> includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.</p> <p><b>RD-E-3.0.6</b> Identify an author's opinion about a subject.</p> <p><b>RD-E-3.0.7</b> Identify fact and/or opinion.</p> <p><b>RD-E-3.0.8</b> Identify information that is supported by fact.</p>	<p><i>Practical/Workplace Reading</i> includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, consumer texts, manuals, schedules, and directions.</p> <p><b>RD-E-4.0.6</b> Locate and apply information for authentic purposes.</p> <p><b>RD-E-4.0.7</b> Follow the directions in a passage.</p> <p><b>RD-E-4.0.8</b> Explain why the correct sequence is important.</p> <p><b>RD-E-4.0.9</b> Interpret specialized vocabulary (words and terms specific to understanding the content) found in practical/workplace passages.</p> <p><b>RD-E-4.0.10</b> Identify text features and organizational aids (e.g., bold face print, italics, illustrations) that provide additional clarity.</p>

# Core Content for Reading Assessment

## Grades Primary through 4 with Assessment at Grade 4

<b>Reading Skills</b> (assessed across all reading types)	<b>Literature</b> subdomain 1	<b>Information</b> subdomain 2	<b>Persuasion</b> subdomain 3	<b>Practical/ Workplace</b> subdomain 4
<p><b>RD-E-x.0.3</b> Know that some words have multiple meanings and identify the correct meaning as the word is used.</p> <p><b>RD-E-x.0.4</b> Recognize the meaning of a word when a prefix or suffix has been added to a base word.</p> <p><b>RD-E-x.0.5</b> Recognize the purpose of capitalization, punctuation, boldface type, italics, and indentations used by the author.</p>				

## Core Content for Reading Assessment Grades 5 through 7 with Assessment at Grade 7

<b>Reading Skills</b> (assessed across all reading types)	<b>Literature subdomain 1</b>	<b>Information subdomain 2</b>	<b>Persuasion subdomain 3</b>	<b>Practical/ Workplace subdomain 4</b>
<p><i>Reading Skills</i> enable students to comprehend all types of reading materials.</p> <p><b>The coding numbers assigned to each bullet reflect that reading skills are assessed through all four types of reading. To complete the code, replace the x with the appropriate subdomain number (e.g., 1 for literature, 2 for information).</b></p> <p><b>RD-M-x.0.1</b> Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.</p> <p><b>RD-M-x.0.2</b> Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.</p> <p><b>RD-M-x.0.3</b> Identify words that have multiple meanings and select the appropriate meaning for the context.</p>	<p><i>Literary Reading</i> includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.</p> <p><b>RD-M-1.0.11</b> Explain the meaning of a passage taken from texts appropriate for middle-level students.</p> <p><b>RD-M-1.0.12</b> Identify characteristics of short stories, novels, poetry, and plays.</p> <p><b>RD-M-1.0.13</b> Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.</p>	<p><i>Informational Reading</i> includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.</p> <p><b>RD-M-2.0.11</b> Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.</p> <p><b>RD-M-2.0.12</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p> <p><b>RD-M-2.0.13</b> Identify supporting details and explain their importance in a passage.</p>	<p><i>Persuasive Reading</i> includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.</p> <p><b>RD-M-3.0.11</b> Distinguish between informative and persuasive passages.</p> <p><b>RD-M-3.0.12</b> Identify an author's opinion about a subject.</p> <p><b>RD-M-3.0.13</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p> <p><b>RD-M-3.0.14</b> Distinguish between fact and opinion.</p>	<p><i>Practical/Workplace Reading</i> includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, consumer texts, manuals, schedules, and directions.</p> <p><b>RD-M-4.0.11</b> Locate and apply information for a specific purpose (e.g., following directions, completing a task).</p> <p><b>RD-M-4.0.12</b> Identify the sequence of activities needed to carry out a procedure.</p> <p><b>RD-M-4.0.13</b> Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage.</p>

# Core Content for Reading Assessment

## Grades 5 through 7 with Assessment at Grade 7

Reading Skills (assessed across all reading types)	Literature subdomain 1	Information subdomain 2	Persuasion subdomain 3	Practical/ Workplace subdomain 4
<p><b>RD-M-x.0.4</b> Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.</p> <p><b>RD-M-x.0.5</b> Formulate questions to guide reading.</p> <p><b>RD-M-x.0.6</b> Scan to find key information.</p> <p><b>RD-M-x.0.7</b> Skim to get the general meaning of a passage.</p> <p><b>RD-M-x.0.8</b> Make predictions, draw conclusions, and make generalizations about what is read.</p> <p><b>RD-M-x.0.9</b> Reflect on and evaluate what is read.</p> <p><b>RD-M-x.0.10</b> Connect information from a passage to students' lives and/or real world issues.</p>	<p><b>RD-M-1.0.14</b> Analyze the relationship between events in a story and a character's behavior.</p> <p><b>RD-M-1.0.15</b> Explain how a conflict in a passage is resolved.</p> <p><b>RD-M-1.0.16</b> Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).</p>	<p><b>RD-M-2.0.14</b> Summarize information from a passage.</p>	<p><b>RD-M-3.0.15</b> Identify the argument and supporting evidence.</p> <p><b>RD-M-3.0.16</b> Identify commonly used persuasive techniques (e.g., expert opinion, statistics, testimonial, bandwagon).</p> <p><b>RD-M-3.0.17</b> Identify bias and/or misinformation.</p>	<p><b>RD-M-4.0.14</b> Interpret the meaning of specialized vocabulary.</p>

# Core Content for Reading Assessment

## Grades 8 through 10 with Assessment at Grade 10

<b>Reading Skills</b> <small>(assessed across all reading types)</small>	<b>Literature subdomain 1</b>	<b>Information subdomain 2</b>	<b>Persuasion subdomain 3</b>	<b>Practical/ Workplace subdomain 4</b>
<p><i>Reading Skills</i> enable students to comprehend all types of reading materials.</p> <p><b>The coding numbers assigned to each bullet reflect that reading skills are assessed through all four types of reading. To complete the code, replace the x with the appropriate subdomain number (e.g., 1 for literature, 2 for information).</b></p> <p><b>RD-H-x.0.1</b> Locate, evaluate, and apply information for a realistic purpose.</p> <p><b>RD-H-x.0.2</b> Interpret literal and non-literal meanings of words.</p> <p><b>RD-H-x.0.3</b> Interpret concrete and abstract terms in meaningful context.</p> <p><b>RD-H-x.0.4</b> Interpret the meaning of jargon and/or dialect used in a passage.</p>	<p><i>Literary Reading</i> includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.</p> <p><b>RD-H-1.0.8</b> Interpret the meaning of a passage taken from texts appropriate for high school.</p> <p><b>RD-H-1.0.9</b> Analyze critically a variety of literary genres.</p> <p><b>RD-H-1.0.10</b> Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage.</p> <p><b>RD-H-1.0.11</b> Analyze the effect of theme, conflict and resolution, symbolism, irony, analogies, and figurative language.</p>	<p><i>Informational Reading</i> includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.</p> <p><b>RD-H-2.0.8</b> Use text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions) to enhance understanding of a passage.</p> <p><b>RD-H-2.0.9</b> Analyze the organizational patterns in a passage: cause and effect, comparison and contrast, sequence, and generalizations.</p> <p><b>RD-H-2.0.10</b> Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.</p>	<p><i>Persuasive Reading</i> includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.</p> <p><b>RD-H-3.0.8</b> Identify purposes of persuasion.</p> <p><b>RD-H-3.0.9</b> Identify an author's position based on evidence in a passage.</p> <p><b>RD-H-3.0.10</b> Recognize the appropriateness of an argument for an intended audience.</p> <p><b>RD-H-3.0.11</b> Accept or reject an argument, giving supporting evidence from the passage.</p>	<p><i>Practical/Workplace Reading</i> includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions.</p> <p><b>RD-H-4.0.8</b> Identify essential information needed to accomplish a task.</p> <p><b>RD-H-4.0.9</b> Apply the information contained in practical/workplace materials.</p> <p><b>RD-H-4.0.10</b> Follow the sequence of information.</p>

## Core Content for Reading Assessment

### Grades 8 through 10 with Assessment at Grade 10

<b>Reading Skills</b> <small>(assessed across all reading types)</small>	<b>Literature</b> <b>subdomain 1</b>	<b>Information</b> <b>subdomain 2</b>	<b>Persuasion</b> <b>subdomain 3</b>	<b>Practical/ Workplace</b> <b>subdomain 4</b>
<p><b>RD-H-x.0.5</b> Make, confirm, and revise predictions.</p> <p><b>RD-H-x.0.6</b> Paraphrase important parts of a passage.</p> <p><b>RD-H-x.0.7</b> Formulate opinions in response to a reading passage.</p>	<p><b>RD-H-1.0.12</b> Explain how a conflict in a passage is resolved.</p> <p><b>RD-H-1.0.13</b> Interpret figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language.</p> <p><b>RD-H-1.0.14</b> Critique the author's word choice, style, content, and use of literary elements.</p> <p><b>RD-H-1.0.15</b> Make connections among literature, students' lives, and/or real-world issues.</p>	<p><b>RD-H-2.0.11</b> Evaluate the use of supporting details as they relate to the author's message.</p> <p><b>RD-H-2.0.12</b> Make predictions and draw conclusions based on what is read.</p> <p><b>RD-H-2.0.13</b> Analyze the content as it applies to students' lives and/or real world issues.</p>	<p><b>RD-H-3.0.12</b> Compare and contrast differing points of view in two or more passages.</p> <p><b>RD-H-3.0.13</b> Identify a variety of persuasive and propaganda techniques and explain how each is used.</p> <p><b>RD-H-3.0.14</b> Analyze and evaluate the use of persuasion within a passage.</p>	<p><b>RD-H-4.0.11</b> Utilize page format and layout (graphics and organizational aids such as bullets, bold face type, italics and indentation) to interpret information.</p> <p><b>RD-H-4.0.12</b> Interpret the meaning of specialized vocabulary.</p> <p><b>RD-H-4.0.13</b> Evaluate clarity of practical/workplace materials.</p>